

Table of Standard Test Accommodations

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need, regardless of disability status.

A. Alternative Settings

- A-1 Administer the test individually in a separate location
- A-2 Administer the test to a small group in a separate location
- A-3 Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class)
- A-4 Preferential seating (e.g., front of room)
- A-5 Provide special acoustics
- A-6 Provide special lighting or furniture
- A-7 Administer the test with special education personnel
- A-8 Administer the test with other school personnel known to the student
- A-9 Administer the test with school personnel at a non-school setting

B. Scheduling and Timing

- B-1 Administer the test at the time of day that takes into account the student's medical needs or learning style
- B-2 Allow short, supervised breaks during testing
- B-3 Allow extended time, beyond recommended, until in the administrator's judgment, the student can no longer sustain the activity

C. Presentation Formats

- C-1 Braille
- C-2 Large-print version
- C-3 Sign directions to student
- C-4 Test and directions read aloud to student (Mathematics and Writing only)¹
- C-5 Student reads test and directions aloud to self
- C-6 Translate directions into other language
- C-7 Underline key information in directions
- C-8 Visual magnification devices
- C-9 Reduction of visual print by blocking or other techniques
- C-10 Acetate shield
- C-11 Auditory amplification device or noise buffers
- C-12 Word-to-word translation dictionary, non-electronic with no definitions (For ELL students in Mathematics and Writing only)
- C-13 Abacus use for student with severe visual impairment or blindness (Mathematics - any session)

D. Response Formats

- D-1 Student writes using word processor, typewriter, or computer.² (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)
- D-2 Student hand writes responses on separate paper. (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)
- D-3 Student writes using Braille. (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)
- D-4 Student indicates response to multiple-choice items. (School personnel records student responses into the Student Answer Booklet.)
- D-5 Student dictates constructed responses (Reading and Mathematics only) to school personnel. (School personnel scribes student responses exactly as dictated into the Student Answer Booklet.)
- D-6 Student dictates constructed responses (Reading and Mathematics only) using assistive technology. (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)

If an accommodation needed for a student is not listed above, please contact the state personnel for accommodations to discuss it.

E. Other Accommodations³

- E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable
- E-2 Scribing the Writing Test (only for students requiring special consideration)

F. Modifications⁴

- F-1 Using a calculator and/or manipulatives on Session 1 of the Mathematics Test
- F-2 Reading the Reading Test
- F-3 Other

1. Reading the reading test to the student invalidates all reading sessions. Reading aloud Session 2 of Writing at grades 5 & 8 is not an accommodation since it is part of normal test administration.
2. Spell and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class.
3. Test coordinators must obtain approval from the Department of Education prior to test administration.
4. All affected sessions using these modifications are counted as incorrect.